

Concept:	Learning Area	Year Level
Patterns	Problem Solving Reasoning and Numeracy	Nursery 3-4yr olds

Intended Outcomes-knowledge	Intended outcomes –skills
<ul style="list-style-type: none"> Sort, order and classify objects by one attribute Identify copy and create simple patterns or sequences of sounds shapes and motions in the context of daily activities and play 	<ul style="list-style-type: none"> Explain why and how they sorted objects Make own patterns Read patterns Explain how/why they extended a pattern
<p>Class learning Tasks</p> <ul style="list-style-type: none"> Give children animals sort (animals vary in colour, red, blue green etc). Observe how children choose to sort the animas. Look for patterns in the environment Make patterns with two parts Children learn ‘sound off’ song 	<p>Differentiation for</p> <p>Content:</p> <p>Sorting:</p> <p>Invite Y to sort the animals in a different way(classify dogs, cats etc.)</p> <p>Identifying Patterns:</p> <p>Y goes on a patter walk in the school</p> <p>Sequence of sounds:</p> <p>Y repeats pattern of clicks, claps and pats.</p> <p>Process</p>

	<p>During a one on one activity Y explains why she sorted the animals in a particular way.</p> <p>Y has child's camera, photographs her findings.</p> <p>Y makes her own pattern using shapes, reads her pattern and predicts what comes next.</p> <p>Give Y clicks, claps and pats cards. Demonstrate how to make a pattern and then perform the series of sounds and movements. Invite Y to try and make her own patten with three parts.</p> <p>Product :</p> <p>Makes a booklet of her photographs</p> <p>Displays her pattern</p> <p>Invites peers to try her pattern of clicks, claps and pats.</p>
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Bloom's Taxonomy: Module 4

Patterning:

Show Y two different patterns and ask her to compare the patterns and explain her findings-(analysing)

Pattern Walk:

Evaluate the areas of the school to see which has more patterns and discuss why (evaluate).

Display from Pattern Walk, clicks, claps and pats:

Display photographs of patterns and clicks, claps and pats. Scribe Y's statements and add to display (synthesizing).

A learning Activity that Targets psychomotor domains:

Perception- when making play dough ask Y to determine how much salt is required and if we need to add more. Encourage Y to explain her decisions.

A Guided Response-place large Lego blocks out and photos of famous buildings. Invite Y to construct one of the buildings using the Lego. Encourage Y to explain her structure.

Set- during P.E time challenge Y to take a risk when jumping from one platform to another. *Y often feels like she can't do those things, scaffold her learning and verbally support her through this. Y is very aware of her abilities.*

Mechanism- Open and close a program on the computer. Choose to save it or not.

Complex overt response- Invite Y to follow a pattern of sounds during music time using claves.

Adaptation- Uses tube to transfer water at the water area when all other containers had holes.

Origination- create her own obstacle course for PE

Module 5-Show Y a child's patterned hat: SCUMPS

S Why this size?

C Why this colour?

U What are its uses?

M Why these materials?

P What are the parts?

S Why this shape?

SCUMPS is more useful for three year olds but one may not be able to use it all the time.

MELTABRC: not so useful for three year olds. Elements of it could be modified to suit a young age group in relation to familiar story etc.

Graphic organizers: *I know this is not in relation to patterns but I had to compromise* **Module 6**



Class display

If you look closely you can see this is based on a survey of the children's favourite TV programs. The children voted by placing Lego blocks under their favourite show. We compared three shows in total.

Y was asked, how can you tell which is the overall favourite and how can you tell?

She also had to order the shows in preference based on the size of the Lego towers.



Another class display-Y was asked to survey the children regarding their favourite food, colour and pets. A program on the IWB was opened for Y and she had to question the children and place input the data to the program.

Unit of work involving **SCAMPER-Module 7**- Story with patterns-

Curriculum Unit

Communication, Language and Literacy- Language for Thinking- Read: My Mum and Dad Make Me Laugh

Scamper Ideas:

Substitute

What if we substituted a pattern?

Combine:

What would it look like if combined mum and dad's favourite patterns?

Adapt:

What if the character telling the story also had a favourite pattern?

Modify, Magnify, Minify:

What if the character telling the story was older? Do you think he would be more embarrassed of his parents, explain?

Put to other uses?

What if the character had to design his own pattern?

Eliminate:

What if we took away a pattern?

Reverse, rearrange:

What if we reversed it? The boy likes strips and spots and his parents do not?

